

(May to July, 1923.
September to December, 1923, in the Dominions.)

Parents' National Educational Union. The Parents' Union School.

(Address: THE DIRECTOR, HOUSE OF EDUCATION, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

FORM III.

PUPILS' NAMES.....

Bible Lessons.

In all cases the Bible text (as given in book used) must be read and narrated first.

Old Testament History,* by T. M. Hardwick and The Rev. H. Costley-White (Murray, 3/6), Vol. V., pp. 3-66. Selected passages from *II. Kings*, 18, 19, 20, 21, 22, 23, 24, 25; *Jeremiah*, 26, 36, 37, 38, 40, 42, 43. (a) *S.P.C.K. Bible Atlas** (1/-). (b) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 95-122. (c) *Helps to the Study of the Bible* (Oxford Press, 3/-). (d) *The Saviour of the World*, Vol. VI. (P.N.E.U. Office, 3/-), pp. 125-185.

(e) *St. John's Gospel* (S.P.C.K. Commentary, 9d.), chapters 8-14. (f) (optional) *The Prayer Book in the Church*, by The Rev. W. H. Campbell (Longmans, 3/-), pp. 43-58, with lessons on Whitsuntide and Trinity.

For Sunday Reading (optional):

(a) *The Land of the Incarnation*, by G. Hollis (Wells, Gardner, Darton, 5/-), pp. 89-192. *St. Elizabeth of Hungary*, by William Canton (Harrap, 2/6). *An English Church History for Children*, Vol. II., by M. Shipley (Methuen, 4/6), pp. 98-161. *Fight the Good Fight*, by W. E. Frost (S.P.C.K., 6/-), pp. 39-81. *Longfellow's Golden Legend* (Ward, Lock, 4/-).

† The 96th term of work set since the Parents' Union School began.

Sunday Occupations: A Century Book. Choose and inscribe texts and mottoes (in beautiful lettering, see "Bridges"). For private daily Bible reading, children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1½d. each). *A Boy's Book of Prayer*, by A. Devine (Methuen, 2/-). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d.).

Writing.

Choose and transcribe passages (in beautiful writing, see Bridges) from *Richard III.*, and the other books set, in *A New Handwriting for Teachers*, by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from card 6.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared first from a newspaper, or, from the prose and poetry set for reading; a paragraph to be then dictated.

Composition. (Oral or written narration each day.)

(See Meiklejohn, 176-183.)

Write an essay on some subject in "Literature," or, on the news of the week, or, on some historical or allegorical subject, etc. Narrative poems that must scan on events that have struck you. Doggerel must not be written. Write letters describing visits to places of interest. Write for the P.U.S. Magazine (3/3 a year, c/o Miss N. Pott, P.N.E.U. Office).

English Grammar.

Parse and analyse from a book of poetry and of prose read, making progress each term. Meiklejohn's *A New Grammar of the English Tongue** (4/-), pp. 102-115; 122-131.

Literature (including holiday and evening reading).

The History of English Literature for Boys and Girls,* by H. E. Marshall (Jack, 10/6), pp. 176-246. Shakespeare's *Richard III.** (Blackie, Plaintext, 6d.). *The Household of Sir Thomas More* (Dent, 2/-). Lytton's *The Last of the Barons* (Dent, 2/-). *An Anthology of English Lyrics* (Methuen, 3/6).

English History.

Arnold Forster's *A History of England** (Cassell, 8/6), pages 245-325 (1445-1553). Make a chart of the 15th Century (1400-1500), (see reprint from P.R., July, 1910, 3d.). Read the daily news and keep a calendar of events.

General History.

The Story of Mankind,* by H. Van Loon (Harrap 12/6), pp. 54-104.

The British Museum for Children,* by Frances Epps (P.N.E.U. Office, 3/6), chapter 2. Teacher study preface. Keep a Book of Centuries* (P.N.E.U. Office, 2/3), putting in illustrations from all the history studied. *Stories from Indian History* (C.L.S.I.), Vol. I., 2/-, pp. 54-85. The British Museum Postcards (Oxford Press, 1/6 a set), Nos. 7, 17, 29.

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/6), pp. 48-72. North's *Plutarch's Lives: Alexander** (second half), (Blackie, 1/-). Smith's *Smaller Classical Dictionary* (Dent, 2/6). *The Golden Fleece*,* by L. S. Wood (Oxford Press, 3/6), pp. 49-89.

Geography.

The Ambleside Geography Books, Book IV.* (4/-), pp. 142-197. Map questions to be answered from map and names put into blank map (from memory) before each lesson. *Fighting for Sea Power in the Days of Sail*,* by H. W. Household (Macmillan, 2/-), pp. 30-65. Geikie's *Physical Geography** (Macmillan, 1/9), sections 124-158.

Know something about foreign places coming into notice in the current newspapers. Ten minutes' exercises on the map of Great Britain every week. Philip's *Atlas of Comparative Geography* (new edition, 3/6), may be used. See also tests under P.U.S. Scouting (June, 1920), or "Guiding."

Children to make maps of new boundaries from memory. Teacher may use *The Treaty Settlement of Europe*, by H. J. Fleure (Oxford Press, 2/6), or, *Aftermath*, by M. I. Newbigin (Macmillan, 3/6). Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-).

Natural History and Botany.

The Study of Plant Life,* by H. C. Stopes (Blackie, 6/-), pp. 72-85; 104-122). *Tommy Smith's Birds*,* by E. Selous (Methuen, 2/6), pp. 76-173.

Keep a Nature Note-Book (P.N.E.U. Office, interleaved 2/3), with flower, bird and insect lists, and make daily notes. For out-of-door work choose some special April to July study. *Insects*, by A. O. Cooke (Jack, 3/6), may be used. *The Changing Year*, by F. M. Haines (Wadsworth, 3/-), may be read for seasonal studies. See also "Guiding" tests.

General Science.

Our Wonderful Universe,* by A. Giberne (S.P.C.K., 6/6), pp. 93-117. *The Fairyland of Science*, by Mrs. Fisher (Macmillan, 6/-), pp. 1-49.

Arithmetic.

Pendlebury's *New Shilling Arithmetic*,* pp. 32-58 (or continue), (Bell, 2/3). Revise work; examples may be taken from Pendlebury's *New Concrete Arithmetic*, Book V. (Bell, 5d.).

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Geometry.

A School Geometry,* by H. Hall and F. Stevens (Macmillan, Parts i.-iv., 3/6), pp. 1-25, 69-72, 74-76. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

Algebra.

A School Algebra, by H. G. S. Hall, Part I. (Macmillan, 3/6), pp. 34-48. (Wednesday, 9-50—10-20.)

German.

Siepmann's *Primary German Course*,* by O. Siepmann (Macmillan, 5/-), Lessons 1-3 inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested.

or, preferably, Italian.

Perini's *Italian Conversation Grammar** (Hachette, 6/6), Exercises 26-30, or, *A New Italian Grammar*,* by E. Grillo (Blackie, 6/-), pp. 36-49, and corresponding exercises.

Latin.

Gradatim (Longmans, 2/-), pp. 1-18; make tables of accidence; each lesson to be followed by narration: or, Dr. Smith's *First Latin Course** (Murray, 4/-), pp. 58-66, with exercises.

French.

Primary French Course,* Part II., by O. Siepmann (Macmillan, 3/-), Lessons 26-30 inclusive, with grammar and exercises. Teacher study preface. Read and narrate *Histoire d'un Chien*, by Mme. de Witt (Hachette, 9d.); parse two pages.

Read several poems and learn one from *Longer Poems for Recitation* (Blackie, 6d.).

Drawing.

Illustrations of scenes from Literature. Objects in the house: teachers may use for method (not for copying) *The Art of Drawing*, Album 5 (Philip & Tacey, 1/3).

Study, describe (and draw from memory details of) six reproductions* of pictures by Goya and Ribera (P.N.E.U. Office, 2/- the set): see the special notes in the *Parents' Review*, April, 1923. Paint-box with specially chosen paints and brush (P.N.E.U. Office, 5/-). Join the P.U.S. Portfolio.

Recitations.

Learn two suitable passages of about 20 verses each from chapters in Bible Lessons. Two hymns. Psalm 118. A scene from *Richard III.*, or fifty lines from *Marmion* Canto VI. (Blackie 1/-).

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, Recitations, should afford exercise in careful reading and in composition. Poetry should be read daily. Bulfinch's *Age of Fable** (Dent, 2/-), pp. 333-364.

Musical Appreciation.

See Programme of Music (Schubert), *Parents' Review*, April, 1923: *Our Work* (Questions will be set on this subject). *The Listener's Guide to Music*, by P. Scholes (Oxford Press, 4/-), and *The Second Book of the Great Musicians*, by P. Scholes (Oxford Press, 4/-), may be used.

Singing. (See Programme of Music.)

Three French songs, *French Song, with Music* (Blackie, 7d.). Three English songs, from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,* complete with music 6/-). *Ten Minutes' Lessons in Sight-Singing* (Curwen, 2/6). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 39 and 40 (Curwen & Son, 2/6).

Drill, etc. (Choose new work.)

For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Peasant Dances and Songs of Many Lands* (Evans, 7/6). The Board of Education's *Syllabus of Physical Training* (H.M. Stationery Office, 1/6), four tables. Ex-students, House of Education Drills. *How to Teach Dances* (Evans, 4/6).

Work.

Do some definite house or garden work. *Claymodelling*, by H. Unwin (Longmans, 4/6). Heaton's *Cardboard Modelling* (Newman, 6/-): make six models. (Materials from Arnold & Son, Butterley St., Hunslet Lane, Leeds.) *Simple Garments for Children*, by Synge (Longmans,

6/-). *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): design and make a garment. Darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Teacher will find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-). See also tests under "Guiding." Make a garment for the "Save the Children Fund"; for particulars apply to 29 Golden Square, Regent Street, W. 1.

N.B. 1.—In grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 2.—Each pupil should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient.

N.B. 3.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office). In home schoolrooms, Forms III. and IV. may work together in all history and literature subjects (including Scripture).

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 6d. each, and Cambridge paper for the Examination 1/- for 4 quires (*not less*); special clipped book post envelopes, 4d. for 3. Also the School Badge (silver, 4/6, metal, 9d.). School Hat Band (2/6), and Ribbon (2/3 a yard). Ties (cotton 1/-, silk, 2/9). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). For P.U.S. blazers (see *P.R.*, January, 1923.)

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Secretary, House of Education, Ambleside.

N.B. 7.—All letters *re* School and Programmes, except book orders, should be sent to Ambleside. The enclosed Order Form for books should be used. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, money for books, etc., should be sent to the London Office.

N.B. 8.—There is an Association of Old Pupils of the P.U.S. A course of reading is provided. For particulars apply to Miss P. N. Bowser, c/o P.N.E.U. Office.

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FORM III.

PUPILS' NAMES.....

Bible Lessons.

- I. 1. Give an account of the Invasion of Sennacherib, 701 B.C.
Quote the substance of Hezekiah's prayer and Isaiah's message.
2. Describe the writing of Jeremiah's book and the burning of it.
- II. 1. Give an account of the controversy which followed the opening of the eyes of the man that was blind.
2. Describe the occasion when the following words were used,—(a), "Dost Thou wash my feet?"
What lessons did our Lord teach in this connection?
3. Write some verses on the "Story of the Prodigal Son."

Writing. (This subject is considered throughout the examination.)

Write ten lines of poetry from memory.

Dictation. (Spelling is marked on the whole examination.)

Composition. (This subject is also considered in all the answers.)

1. Write some verses, which must scan (not doggerel), on one of the following,—a volcano, Thor, a bird and its nest, St. Elizabeth of Hungary.
2. Write a letter, as from Margaret Roper, about Erasmus, *or*, about a "Brave Ramble thro' the Meadows."
3. A scene for acting from "The Last of the Barons."

English Grammar.

1. Analyse, parsing the words in italics,—
"We anchored *by* the moon;
The golden door was *open wide*,
We *saw* a garden-ground *inside*
Where it was *light* as noon,
And fairy folk looked *out* and *spoke*:
'Come in, come in and play!'"
2. Explain, with examples, what is meant by, (a), compound, (b), co-ordinate, (c), complex sentences.
3. Give examples of words in which the following prefixes are used,—ante, bis, contra, arch, inter, hemi, trans, sub, pro, ex.

Literature.

1. What do you know about the first English plays?
2. Give some account of Sir Thomas More and his "Utopia."
3. Sketch the characters of (a), Richard, Duke of Gloucester, (b), Queen Elizabeth, as they appear in *Richard III*.

English History.

1. In what way did the fall of Constantinople lead to the spread of the New Learning? What part did Erasmus, More and Colet take in this movement?
2. How did Henry VII. get rich, and what did he do with the money?
3. "Henry VIII., Defender of the Faith and Supreme Head on Earth of the Church." By what steps did Henry VIII. come to hold these titles?

French History. (Take questions in Form II.A.)

General History.

1. What was the Greek city-state? Describe the manner of life of the Greeks.
2. Give some account of the Roman soldiers in Britain. What can be seen in the British Museum in this connection?
3. What do you know of (a), Asoka the Buddhist, (b), the Jains?

Citizenship.

1. Give examples to show how the Desires (a), of approbation, (b), to excel, (c), of wealth, (d), of power, are good servants but bad masters.
2. On what occasions were the following words used? Tell the whole story in two cases. (a), "If I drink alone, all these men will faint." (b), "See where he lies, weeping like a slave upon the ground." (c) "One tear of a mother's eye will wipe out ten thousand such letters."
3. How did Alexander talk with the Philosophers of India?
4. What do you know about the Mediaeval Gild? What was the business of the Gild Merchant and of the Craft Gild?

Geography.

1. Give a map of Germany, putting in the new boundaries and the chief physical features. What do you know of the early days of the German Empire?
2. Describe (a), the Rhine, (b), the Hungarian peasant, (c), Bohemia.
3. What do you know of the work of water underground?
4. Give a short account of the Battle of the Saints.

Natural History and Botany.

1. How do plants climb? Describe three different examples.
2. Describe, with drawings, three insects you have watched, and three of the less common wild flowers you have found. Name and describe the parts of a buttercup.
3. Describe, from personal observation if possible, the marsh-tit and the grey wagtail. What do you know of the habits of each?

General Science.

1. What is a sunbeam? Illustrate by examples what is meant by (a), light, (b), heat, (c), hidden, waves of light.
3. Give, with a diagram, a description of Saturn. What planets have you seen yourself?

Picture Talk.

Describe "St. Peter's release from Prison," by Ribera.

Arithmetic.

1. Find the least sum payable in florins, half-crowns or 5/- pieces.
2. What fraction must be added to $(\frac{1}{3} + \frac{1}{6})$ to make up $\frac{5}{8}$?
3. How often can a .9 gallon vessel be filled from a cask holding 126 gallons?

Algebra.

1. If $x = -1$, $y = 2$, $z = -3$, $a = 0$, find the value of:
 $7y - 4x + 2z - 8a + 3ax - 4zx$.
2. $(4x - 2y)$ flocks have $(7x + 3y)$ sheep in each. How many sheep in all?
3. How often will $8x - 3y$ go into $24x^2 - 65xy + 21y^2$?

Geometry.

1. From a given point in a straight line draw a perpendicular.
2. The angles at the base of an isosceles triangle are equal.
3. The diagonals of a rhombus bisect one another.

German.

1. Describe, in German, the picture on page 2.
2. Translate into German, page 169, V., 1-8.
3. Make sentences, using in the plural the words,—*Tier*, *Fuss*, *Kopf*, *Katze*, *Zunge*, *Bein*.

Italian.

1. Translate into Italian, Exercise 26, page 71 (Perini), or (Grillo), page 196, 2, 1-10.
 2. Give the Past Participle and First Person Singular Past Definite of,—*conoscere*, *dire*, *divenire*, *dovere*, *muovere*, and make five sentences, using the present tense of each,
- or, 2. Use, in sentences, the Italian for,—easier, less difficult, a tall man, a great man, which question? what a colour? what is the time?

Latin.

1. Conjugate the Future Indicative Passive and Perfect Subjunctive Passive of *rego* and *audio*.
2. Translate *Gradation*, § 12, page 15.
3. Give Nominative and Genitive Singular and gender of each noun in the first 4 lines of § 12.

French.

1. Describe, in French, "Les Vendanges," or, a story from "Histoire d'un Chien."
2. Translate into French,—page 172, I. (1).
3. Work Exercise 28, page 176, I., 1, using the Third Person Singular and Plural.

Drawing.

1. An original illustration, with title, from *Richard III*.
2. A table with books and bowl of flowers.
3. A design for a plate from a trailing plant, such as Creeping Jenny.

Music.

1. Write a few lines on any three of the compositions of Schubert you have enjoyed.

Recitations.

Father to choose two Bible passages of ten verses each, a poem, and a scene from Shakespeare.

Reading.

Father to choose a poem and a leading article from a newspaper.

Music.

Examine in work done.

Singing.

Father to choose an English, a French, and a German song, and three exercises.

Drill.

Report progress.

Work.

Outside friend to examine. List of work completed to appear in *Parents' Report*.

Summer Examination.—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. This examination is optional. Summer Reports (*only*) to be posted to The Director P.U.S., The House of Education, Ambleside, either before July 30th or after September 15th.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names *in full*, ages and classes to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks to be followed in all subjects see head of Report Forms.

The Director would be glad to receive (but not for examination or return) any good prose or verse compositions written in the examination.